

Introducing Oregon's 2024 Social Science Standards

Oregon Department of Education

https://youtu.be/dVgN4kkWN_s?si=PSIhOHSS5LCxIGiW

Amit: Okay everyone, thanks for coming in. My name's Amit Kobrowski. I am the social science specialist at the Oregon Department of Education, and today I'm co-presenting with friends from WestEd. We've been working on developing professional learning for educators across the state, and part of that is sort of explaining more about what's in the standards and why there's a need for professional learning.

And then the most valuable part of today is really the second half of our hour where we'll be in some breakout rooms and getting information from you all about what's needed to help support educators to implement these new social science standards. So, what we'll do today is in the first part I will talk a little bit about what's in the standards. We'll hear from WestEd a little more about sort of the process that we've been going through to gain more information about how to implement. And then that second half hour, we'll hear from all of you.

Okay, I'm ready to go onto the next slide. Okay, so we're gonna unpack, explore and deepen your understanding of the newly approved and updated Oregon Social Science Standards. They were just approved in June of 2024. They're gonna be required for the '26/'27 school year. So just to sort of get us all in the rooms together and know where we're from. If you could go ahead and use the chat feature to add your role and what you do in education and then where you're coming from. We can kind of see where we can fill in the map here. I'll give you a few seconds to use the chat feature.

I'll let Lance in from the waiting room. Welcome in, Lance. We're just adding where we're from and what we do in education into the chat. All right, so I see Beaverton and Lin Benton and Gresham, the Summit Learning Center from West Cicada, one of our partners at Western Oregon, Ken Gerano's here. more Beaverton, Gresham, great, North Powder. All right, and then Newburgh. All right, well thank you for all for coming in. This is our fourth session and so like the sort of microcosm that's in this chat group, it's been a really diverse, geographically diverse set of meetings that we've had. So, we've had many of our regions covered, many of our ESDs covered that we don't often get to work with directly. So, it's been really nice to see so many people in the rooms with so much interest on our social science standards. So, I look forward to creating an implementation plan and supports that will help teachers in every part of our state to implement these new standards with your help.

Okay, so what we'll do today is we'll learn about what's new in the '24 Social Science Standards. We're gonna explore some of the features and I'm just gonna kind of point them out and let you kind of look at them as well. And then really try to deepen our understanding of what's needed to support educators. And that's really the part that you're providing us, right, is this idea of what we can do to help support those educators. And so, when we're in our breakout rooms, we'll just kind of respect time structure. We should have about 30 minutes, allow space for equitable participation, engage in curiosity and ask questions. And then of course, show mutual respect.

And then we'll have the chat feature open so you can ask questions in the chat feature. And some of those questions we'll be able to answer quickly. Others we will collect, and we will answer later. Okay, so at this point I'm gonna actually go ahead and talk about the content of the social science standards. Alright, so before we get into the content, if you could use the chat again and take this little poll about your familiarity with the standards. So it should be there on your screen, one, you know, nothing, four,

you know them really well, two or three or somewhere in the middle. Again, they're not required until '26/'27, so you probably only know them well if you were on the committee that helped to design them. Okay, so this group actually feels pretty strong. Lots of threes, a couple twos and a couple ones. So, thank you for putting in your score. And yes, Marita, thank you for putting in your four. Fantastic.

So yeah, so this will give us the time sort of like we don't have to go too deeply into these, we don't really have, you know, the time to go too deeply into all of the standards, but it sounds like this group is pretty aware of what's in there. So, I'll go quickly and maybe, you know, just share kind of top line items. So that'll give us some more time in breakout rooms.

Okay, so on this slide, you probably have seen something like this before if you're at a three level, but these are all the bills and sort of all the action that's been going on legislatively and within the Department of Education around the topic of social science. And so, you know, I like to point out just like first of all, the length of this list, which is actually not everything. And some things like Senate Bill 513 and 702 are actually taking up one line there. Just, like, how exciting it is to be in the social sciences right now where we're not a tested subject and nobody writes articles about our test scores, what's happening like they do for math and ELA and yet there's just been this tremendous amount of interest in what students are learning in social science classrooms.

And it goes back quite a ways, right? 2017, I was in the classroom for 25 years. There was nothing like this in social science. We got very little attention, and we certainly didn't get any funding to put together professional learning. And so, Senate Bill 1050, you see from 2023, the reason we're able to pull all of this together today is really to think about how can we best help our teachers to implement these new standards with all these things the legislature was asking us to do. How can we support that? And I also like to point out the picture in that it's not just the legislature, although of course that's, you know, the people of Oregon are working through the legislature, but the students of Oregon are the ones who really actually implemented many of these ideas that became bills that became laws.

So, the House Bill 2845, which is sometimes referred to as ethics studies bill, that was sort of the idea generated by students in the Portland metro area who then asked their schools at the local level to create a class like ethnic studies. That idea got taken up by the region and then eventually by a state legislator and became a house bill and then passed into law. And something similar for Senate Bill 664, which was our Holocaust and genocide bill. That too was a single student, in this case a middle school student who had the opportunity to hear from a guest speaker, a Holocaust survivor, and was astounded by the new information she was learning and also wanted to make sure that other students would hear that kind of history. And so, she contacted her local senator at the time, and he brought it forth to the senate, sponsored that bill and that became a law.

So, we're just kind of seeing the way that Senate Bill 513 and 702 talk about civic engagement, that students were already engaged civically, right? They were already asking the legislatures to better reflect their history, their contributions, and their perspectives in the social science curriculum. And so that's what we did with our standards, really thinking about how our standards could be more reflective and more inclusive by integrating these ideas of ethics studies, of Holocaust and genocide, of the civics bill, etc. Okay, so if you don't already have them, here's a chance to grab the standards. You'll see Megan has put a link in the chat and so you can use that link, just hover over it and it'll take you to the standards or you can use your QR code on your phone, your camera on your phone and to get the that QR code. I'll give you just a couple seconds to do that.

Alright, so when you open up the standards, you're gonna notice a couple big differences from years before. One thing you'll notice is that... Well, the first thing you'll notice is there's a title page. The last standards do not have a title page. First page was just standard to one in kindergarten. So, you have a title page, and you have a table of contents. Table of contents is clickable and so you can kind of work to what you wanna see by just clicking on that table of contents. But some other things that are happening here, there's an introduction to the standards which creates a grounding of sort of our legislation that I just reviewed. We include Transformative Social Emotional Learning in there there's a number of sort of definitions that are in there and some guidance about how to use the document itself. So that's in the that introduction.

The biggest sort of substantive change as far as like the standards themselves is probably the content specific examples. So, I'll show you an example of that. But each standard also has at least three examples that teachers can use to begin to teach to the standard. For K-5, if you're a K-5 person, you'll notice that there are actually more standards in K-5 this time than there was in 2021. But that's mostly because we separated some of the longer standards that we're asking for multiple skills or multiple pieces of knowledge to be taught and assessed. We separated those out so that would be more easily achievable by teachers and students. We also created some consistency around the domains by adding learning concepts to each of the domains: history, civics, geography and economics. And you'll see that in just a moment. And then a big change for middle school was we created a way to sort of end the debate around should the standards be chronological or geographic or thematic, we created a 6/7 blend that's gonna allow schools to decide sort of what works best for them if they wanna do a chronological or a geographic or a thematic approach.

Alright, so as I mentioned, there's the Transformative Social Emotional Learning there on page eight, we also took the Senate Bill 664, the Holocaust and genocide learning concepts and put those from learning concepts into standards. So now you'll see those in standards sort of starting in the fifth grade and then moving through middle school and high school. Also because of the new civics law, one was to create a standalone course for high school. So, students need to have a 0.5 credit course just on civics. And then for the rest of the grades we were supposed to reinvigorate the civic engagement pieces of our civic standards. So, you'll see new standards for K-8 and then a few additional standards for high school to support that full semester course. Also, with Tribal History/Shared History, as all of you know it, it actually covers more than social science. It's for science and language arts and math and health as well.

But in these standards, what we've done is when you come to the fourth grade or the eighth grade or the high school and there's a standard that's related to something from the essential understandings or from one of the lessons that is not linked into the standards themselves, you'll teachers will be able to hover over that link and go right to the office of Indian education page. And then finally, there was another bill senate bill three that identified financial literacy as too important to be taught by social science teachers. So, we took it off of social science and it's now its own course with its own standards. And so, we have guiding thing on that as well. But it's no longer part of the social science for high school. For K-8, there is still some financial literacy standards, but you'll find them in the econ standards under earning, saving and spending.

Okay, so here are those domains, everything but financial literacy remains the same. So, civics, geography, economics and history. And then you'll see the concepts. There's four in each, those four are consistent through the K-12 experience for students. And all that changes is sort of the amount of standards that are addressing each of those concepts. So, as you can imagine, as we're doing some sort of building blocks of knowledge in the earlier years, some of those will drop off a little bit and then we'll

have some more intensity around things like macroeconomics for instance really picks up in the high school. Alright, and then we also took the historical thinking and social science analysis standards, which were sort of the skill standards in the previous versions. And we took most of those standards and actually embedded them into the content standards themselves, right?

So, you'll notice that when you look at the standards that things like, you know, explore multiple perspectives or use primary documents, those types of like skill sets around historical inquiry are already in the standards. But we also included all 10 Essential Disciplinary Practices at the top of each grade level so that teachers would be able to use those to think about how they can continue to supplement the standards with these skills as well. Okay, so if you're looking directly at a standard, they all look pretty much the same. There's a little bit of color-coding difference, but the far left-hand side will tell you the subject in this case history just under there you'll see the concept. So, in this case continuity and change. Then we have the standard alpha numeric code. So, if you're using a system of grading proficiency, grading in your grade book where you need a code that's there for you and then you have the text of the standard and then finally that new part, which is the example can include, but you know, not required. But these are the examples we thought would be helpful for teachers as we're thinking about how to really unpack these standards.

So, there's at least three examples for each standard and some have more. And then just taking a closeup look at one of our Holocaust or actually two of our Holocaust and genocide standards, U.S. history examined the perspectives of survivors of indigenous genocide, black communities destroyed by violence and other human rights violations utilizing primary sources from multiple perspectives. It's bolded in this example, it's not bolded on the standards themselves, but I wanted you to see the way we've included those skills and historical inquiry into the standard itself. And then because this is a U.S. example that was kind of generated from our Holocaust and genocide learning concepts, you'll see mostly U.S. examples then that could be used to unpack this standard as opposed to the world history standard, which these would not be in sequence on the actual standards, explain the significant events, public policies and experiences of the Holocaust. And so specifically on that event. And then you have those six examples.

Obviously not a complete list of things you could teach there, but as ways that teachers might start their Holocaust unit. Right, on the ODE webpage, we have lots more information available. If you've seen me present before, chances are you've seen that image on the left-hand side of the color wheel where we talked about the themes of ethnic studies and the essential questions to help support teachers in designing units on ethnic studies and sort of what's the right approach. We also came out with an FAQ back in 2021. So, if you're a district that has not yet grabbed those 21 standards, which were optional, and so you haven't really had the conversations about what's changed from 2018 to 2021 and now 2024. The 2021 ethnic studies FAQ provides some helpful frequently asked questions from communities and that you might use to help answer those questions. And then the 2024 Social Science Standards, we also have some additional FAQs and some more references to our statutes to help kind of explain what we're doing and why we're doing it and how it's being done. So those are all available to you on the website.

Okay, so before I pass it off, we just wanna see if there was any clarifying questions that you wanted to put in the chat and if you come up with a question that you want to ask, we'll have those breakout room opportunity as well. So, feel free to wait for that. And then of course we'll collect some questions that if you don't want to ask it out loud, we can also collect questions that way. Okay, so I'm going to hand it off. Thank you very much.

Erica: It's being handed off to me. I'm Erica Boas, I am from WestEd. Good afternoon, evening-ish everybody. It's good to see you all here. And I'm going to be focusing in on Oregon's approach to integrating ethnic studies, Holocaust and genocide education into the social science standards for this presentation. So, a little bit about me, I have a doctorate in social cultural studies and education and professional experience that includes having been an elementary school teacher and serving as faculty in a social science educator preparation program for secondary education. As an elementary school teacher, I really loved integrating social studies into my curriculum and finding ways to do that.

So as outlined in Oregon House Bills 2845, 2023 and 2905 ethnic studies is integrated into instruction for the state's K-12 public school students. The inclusive 2024 standards expand the narrative that has historically and traditionally been represented in K-12 social science education. But what does it mean to expand the narrative? It means that first ethnic studies has been integrated across the K-12 standards and does not act as a standalone set of standards. Second, it includes the investigation of gender, race, ethnicity, sexual orientation, religion, class and disability. It explores how those categories are just stated, shape and inform laws, policies and other social interactions. And to teach an integrated approach to the social sciences, educators should include in their instruction culturally relevant examples of the histories, contributions and perspectives of traditionally underrepresented individuals and groups.

So given that teaching social sciences may be new to some educators, the questions often raised around the developmental appropriateness of these concepts and the subjects across the grade levels and especially for our younger students. So, consideration for us to keep in mind is that a lot of thought has been put into this question by experienced educators and the standards take up these concepts in ways that are appropriate to grade level. So, the 2024 Social Science Standards represent an approach to the social sciences that ensures that student learning experiences remain there at the heart of instruction. So therefore, expanding the narrative within a framework of inclusive social science means including traditionally underrepresented groups of people in lesson plans and curriculum. Underrepresented is defined by ODE as the absence of history, contributions and perspectives of individuals and groups in the traditional approach to the social sciences and/or within previous social science textbooks. As legislated in those House Bills 2845 and 2905, the underrepresented category comprises 16 groups, which are listed on page eight of the standards, if you have those open, you can see those.

So much like the question around developmental appropriateness. The creators of the standards have thought deeply about the challenge of including 16 groups in lessons and curriculum. And this is where culturally relevant and responsive pedagogies come into play. And the consideration for educators is to make decisions about which groups to center in their lessons based on who's represented in schools and classrooms that you teach in, as well as taking into account the broader Oregon context. Okay, so I've shared information on the what and who of inclusive social science and how those factor into the ideas behind what it means to expand the narrative. And now I wanna zoom in on further considerations with respect to Holocaust and genocide studies. SB 664 legislates the teaching of the Holocaust and other genocides. And again, for young children these may not seem to be immediately developmentally appropriate topics. However, it's useful for educators to know that while conceptually genocide is introduced with Native American history in the fourth grade, the term genocide does not show up in the standards until grade five. SB13 known as Tribal History/Shared History that Amit referred to earlier legislates that ODE partner with representatives of the nine federally recognized tribal governments in Oregon to create the Nine Essential Understandings of Native Americans in Oregon.

So, I wanna point your attention to one of the essential understandings, which is genocide and federal policies. And I wanna walk you through the way this legislation is reflected in the standards. So standard five HCC, which is grade five within the domain history, that's the age. And under the code conflict and cooperation, cc, you'll find the standard analyze the effect of policies of assimilation and erasure including cultural and physical genocide on indigenous cultures in what became the United States. And standard HS.WR.CP 19, which is high school that HS, within the domain world history, WR, and under the code communities and pluralism, you'll find the standard analyze efforts among nation states and in the international communities' efforts to hold perpetrators responsible for their involvement in the Holocaust and other acts of genocide.

So, in addition to these examples, demonstrating how the concepts are introduced by grade level, the first one is also an example of how the standards bring Holocaust and genocide into the specific domain of U.S. history. And the second example shows how it is introduced in world history. So please remember that these standards are only a baseline and a foundation from which educators can build lessons that are culturally relevant. ODE, as Amit also pointed out, has provided many examples and resources for teaching the standards that can be found within the document and educators can use them and adapt them for their specific school and classroom contexts. So, in a moment we're going to move into a really important part of our afternoon, which is a facilitated listening and learning session. And these have been really dynamic and informative over the past three webinars that we have presented. So, it's important to ODE and to WestEd that we understand the needs and the hopes of educators across the state to help us inform our professional learning and resources. And we hope that engaging in these conversations with you will help us gain that understanding.

So, these conversations are also helpful for you to meet and learn from one another. And I believe that Megan has also in the chat shared a survey where you can share anything that you want to share with us around your perspectives, opinions, hopes, needs for social science standards implementation. So, we want to provide you before moving into these listening and learning sessions, provide you with what we have learned so far from the field in Oregon that folks who are teaching and interested in social science education. So, what we're about to share are largely collected through interviews and survey responses so far. And what we wanna do is share these so that you can respond to them, share what resonates with you and add additional thoughts.

So, the first thing we wanna share is that there's quite a lot of excitement about the 2024 standards. We've heard this across the webinars, we've heard this in interviews, in our surveys and in conversations that we've had. And the examples and resources provided by ODE have been met with a lot of enthusiasm as well. Yet despite this due to strong emphasis on math and literacy assessments, what gets reported, there's been very little professional learning on the social sciences offered for educators across the grade levels. And further elementary school educators receive even less professional learning in the subject matter due to the fact that they do not have their own standalone social science curriculum and must integrate across the subject areas as well.

Another thing that's been shared with us is that the scope of the content included in the standards has been described feels overwhelming at first glance to some educators. And this is also exacerbated by what feels like a short runway for implementation. And so, this is why we are holding these webinars and doing professional learning over the course of this year. Furthermore, navigating the current political climate presents challenges and this varies across geography. To take up the standards, teachers need support from principals and superintendents, not only in building their understanding but also in feeling that they will be supported in the face of challenges that may arise. And so, we really

thank those administrators who have been coming here because it is as important that you learn what's in the standards as those who are teaching these standards. And finally, educators desire ways to connect with one another to share ideas, resources and experience. And we hope we can build a foundation for that through the we will have with you in this webinar.

So, we're ready to begin our listening and learning sessions. We are so looking forward to these conversations with you. We will facilitate these in small groups. There will be a facilitator in each room and a note taker in each room. And we hope that you are able to engage in a really open conversation. So, these are the two questions that we want you to talk to us about. What challenges do you anticipate in implementing the new standards, specifically those that include race, gender, religion or the Holocaust and genocide and how can ODE support your role in aligning curriculum and instructional practices with the new standards? So please remember to uphold those norms that Amit shared at the beginning, particularly showing mutual respect and leading with curiosity. And we will have about 17 minutes for these conversations. So, we'll see you back here at 10 minutes to the hour.

Saroja: Wow, that's always so hard we don't even get to say bye. See you later. Zoom whiplash.

Erica: I know, I think I got my last question out to you Laurie, but please feel free to chat it. So, thank you for engaging in those conversations. Thank you Holly, please complete our survey. Thank you for those conversations. If you were talking and got pulled out of your room in the middle of your conversation, that's actually a really good sign and I'm sorry. So welcome back and thank you again. So, if you have questions, clarifying questions, questions about the future of the social science standards implementation, I know there are a couple that we have collected in the chat that possibly Amit hasn't been able to answer yet. We will get back to you through email. So, we want to do a share out, like a one-minute share out. Each facilitator can share up to a minute of kind of top-level things that were shared in your rooms. So, I will share, I will start and then we can go move through the breakout rooms since I'm breakout room one and Saroja told me that we should go logically.

So top level there are concerns about how to talk about current events particularly or specifically you know, the situation in Gaza, like how do you bring that into classroom conversations, but also they're already being brought into classroom conversations. So how do you respond to students and support students and as well as the community in those conversations? Question that I hadn't heard yet or a thought that I hadn't heard yet around like what about the historians? Like what about the career of social science education, what career? How can we bring that conversation into the social science education? What do you do as a social scientist? What do you do as a historian? What is that role and what are those careers that are related? And then we talked about also like resources and how to find resources. You know, what kinds of books, what kinds of materials are out there and then how can we kind of structure organize a system around that a bit better so that they're more accessible. And I think my breakout conversation, breakout two, room two.

Brittany: That was my room. So, I'll move really briefly. We had more district level staff, and I would say some of the challenges that we heard from them were very similar to what we have heard across the board, which is communications to go out to families and communities to staff, how to have those communications topics around gender and race and identity politics are all things that they are concerned about. So just want language and communications and resources on like what to say, almost like a blurb almost that they can literally just use and cut and paste and send out to parents, support and resources. We heard from rural areas who are trying to make lemonade out of lemons I would say. And so, they really just need great resources and support, books and model lesson plans and things like that because they are don't have access to those things and they're trying to find textbooks. So just thinking

about how ODE can support them in providing resources and make sure they have access to what they said is viable high-quality resources.

Erica: Thank you Brittany, nope. Okay, we did it. Thank you Brittany, okay, so we're gonna move into closing now. We just wanna share a couple of things with you. Before I do that, I wanna answer Lori's question. So, my question was, if you could imagine a way that ODE could organize resources or materials that you might use in your classroom, you know, what might that look like? What would be accessible to you? That was my question. So, thank you for following up in here. Oh, we were Breakout Four, thanks Saroja, okay.

Saroja: Sorry about that.

Erica: No, I appreciate it, thank you.

Saroja: I'll just say quickly, we heard feedback from folks in breakout four really consistent with feedback we've been hearing all around. Things like people are concerned about challenges in, you know, navigating challenging conversations with families and communities about, you know, what's being taught in the new standards and the potentially new curriculum that comes with it.

The ongoing support for teachers as they continue to build up their content knowledge in this space. And then one in particular about elementary teachers who may not necessarily because of the way prep programs are designed and like the way they teach, have like that deep social sciences content preparation and how are we gonna support elementary teachers who are often teaching in more interdisciplinary ways. They're not just teaching social studies, they're teaching, you know, other subjects too. And maybe like the connections of the standards in social sciences to the other disciplines to facilitate that.

Erica: All right, thank you Saroja. Okay, so now we are really gonna move to closing. So, you've seen the link to the survey in the chat multiple times. We really, really valued what you shared verbally in the listen and learning sessions and we really value what you share in these surveys. We also have a feedback portion of the survey too about the webinar itself, but we're collecting perspectives on that survey too, so please complete that. Okay and hit submit and we're just gonna be quiet for a couple minutes while you get through a lot of that.

With our remaining minute, I wanna echo what Rebecca shared in the chat, which is we will be providing additional PL professional learning and resources in the coming months. So, we have your contact information now and we will be reaching out to you. We'll follow up on this webinar with you. We'll send you information, we'll send you a PDF of the slide deck and follow up on any questions that didn't get answered tonight. So, we're creating resources to support the uptake in implementation of the standards. We're creating Canvas modules focused on content, and we're doing regional professional learning for those who may be in the position of facilitating the standards implementation and also teaching. So, we encourage you to stay engaged and reach out further if you have questions. And Amit, did you have any closing?

Amit: Just to say thank you again for everyone and it's just great to see you in the breakout rooms, see your names on the screen and just thinking about what you shared and just the impact that's gonna make for students in our classroom. So, thank you for being so engaged with our new standards.

Erica: Thank you everybody. Have a good evening. We appreciate your interest. Thanks for being here.